

# Achieving Bronze End-Year Report Checklist

- ☐ Coversheet
- ☐ January and March Newsletters

## **Bronze #1: 90 Minutes of Physical Activity Policy**

- ☐ Intent
  - “All 1-6 grade students will receive 90-150 minutes of structured physical activity per week.”
  - “All kindergarten students will receive 45-75 minutes of structured physical activity per week.”
  - “The Utah State Office of Education physical education core curriculum will be taught in all grades.”
  - “Structured physical activity is defined as a planned, supervised activity where students participate in organized physical activities taught and/or supervised by teachers or other school/district personnel.”
- ☐ **Rationale**
  - Support for this policy
- ☐ **Reinforcement**
  - ☐ “This policy will be reviewed each year.”
  - ☐ Describe how this policy will be communicated to appropriate people
  - ☐ If there are any consequences to violating this policy they should be listed here

## **Bronze #1: 90 Minutes of Physical Activity Description**

- ☐ A description of how students are receiving 90-150 minutes of structured physical activity each week

## **Bronze #2: Health Ed Core Curriculum Description**

- ☐ A statement that all teachers are teaching the USOE health ed core curriculum

## **Bronze #3: Gold Medal Mile Description**

- ☐ The school's GMM goal (how many miles or the destination)
- ☐ How you collect miles (passports, beans, punch cards, etc.)
- ☐ The total miles walked to date

## **Bronze #4: Safe Routes – Written SNAP Plan (asterisks indicate required points)**

- ☐ Location and/or description of:
  - \*School
  - Towns that feed into the school
  - \*Existing traffic controls
    - Example: stop signs, yield signs, traffic lights
  - \*Marked crosswalks and school crossings
  - \*Established school speed zones in front of the school and surrounding areas
  - Sidewalks along the student walking/biking access routes

- \*Hazards
  - Example: no existing sidewalks, broken sidewalks, high speed roads, etc.
- Bus stops for students
- \*Bus loading/unloading areas
- \*Other vehicle loading and unloading areas
- “Stranger Danger” communication issues
  - Example: walking school buses or “eyes on the street” program
- ❑ Distribution of Plan and Training
  - \*Who will receive a copy of school’s safe routes to school policy and when
  - \*Communication procedures for the policy for students, faculty, parents, and surrounding community
  - Training of Walking School Bus “drivers” and crossing guards
- ❑ Maps
  - \*Map 1: SNAP Map: Access Routes for students
  - \*Map 2: Safe Drop-Off/Pick-Up Map
    - See below for map checklists and required elements
- ❑ Concerns
  - Issue: describe safety issues around school’s preferred walking and biking routes.
  - Discussion: describe the discussion of the complaint
  - Solution: describe what the school would like to do to solve the problem

#### **Bronze #4: Safe Routes – SNAP Map**

- ❑ Base Map
- ❑ OCD file

#### **Bronze #4: Safe Routes – Safe Drop-Off/Pick-Up Map**

- ❑ Safe Drop-Off/Pick-Up Map

#### **Bronze #5: Tobacco Policy (all highlighted points plus two other are required)**

- ❑ Include rationale to justify need
- ❑ Identify to whom it applies- students, staff, and visitors
- ❑ Identify where it applies- school buildings, grounds, athletic events, etc.
- ❑ Identify when it applies- during school and non-school hours, at school and non-school sponsored functions held on school grounds, etc.
- ❑ Prohibit Tobacco Advertising (e.g. on signs, T-shirts, or caps or through school sponsorship of school events.)
- ❑ Require that all students receive instruction on how to avoid tobacco use
- ❑ Identify access and referral to cessation programs for students and staff
- ❑ Address enforcement and violation issues
- ❑ Identify and elaborate on enforcement strategies for all students, staff, and visitors
- ❑ Identify and elaborate on roles and responsibilities of those who will be involved in enforcement
- ❑ Develop/identify consequences for violation for students, staff, and visitors. Be creative!

- Address how educational and cessation programs will be used instead of punitive programs for student violators
- Specify whether the school policy is consistent with the state and local laws.
- Discuss procedures for communicating the policy to students, all school staff, parents or families, visitors, and the community.

**Bronze #6: Heart Health Survey Description**

- Approximate date HHS were turned in